# Three Reads Note-catcher

## What to Expect

**This video will…**

- Introduce the Math Language Routine (MLR) Three Reads
- Model Three Reads
- Offer a guide to the routine
- Connect to resources for future inquiry and practice

**This video is most effective when…**

- Paused at critical reflection points
- Paired with the guide and note-catcher
- Experienced with a coach or colleague
- Viewed multiple times as you grow

## Apply

Use the space below to model the routine as you watch the video.

**Purpose & First Read:**
"Describe what the situation is about without using numbers."

**Second Read:**
"What can be counted or measured from the new information?"

**Third Read:**
"What combinations of turf and gravel meet the homeowner's constraints?"

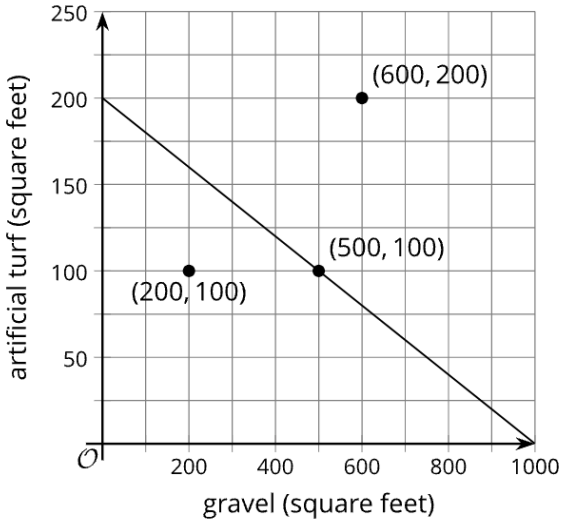
## The Homeowner

The homeowner is worried about the work needed to maintain a grass lawn and flower beds, so she is now looking at some low-maintenance materials.

She is considering a combination of the materials shown to cover the year. Her budget is still $3,000.

- Artificial turf: $15 per square foot
- Gravel: $3 per square foot

Here is a graph representing some constraints in this situation.

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1. The graph shows a line going through (500, 100).

   a. In this situation, what does the point (500, 100) mean?
   b. Write an equation that the line represents.
   c. What do the solutions to the equation mean?

2. The point (600, 200) is located to the right and above the line.

   a. Does that combination of turn and gravel meet the homeowner's constraints? Be prepared to show your reasoning.
   b. Choose another point in the same region (to the right and above the line). Check if the combination meet the homeowner's constraints.

3. The point (200, 100) is located to the left and below the line.

   a. Does that combination of turn and gravel meet the homeowner's constraints? Be prepared to show your reasoning.
   b. Choose another point in the same region (to the left and above the line). Check if the combination meet the homeowner's constraints.

4. Write an inequality that represents the constraints in this situation. Explain what the solutions mean and show the solution region on the graph.

## Check Your Understanding

Summarize Three Reads as a series of four steps.

During the routine, what are the teacher and students thinking about?

| Teacher | Student |
| --- | --- |
| | |

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# Three Reads

### Supporting Sense-Making

Create opportunities for students to comprehend multiple dimensions of the task and scaffold how they make meaning of the mathematical context.

### Maximizing Meta-Awareness

Facilitate opportunities for students to think about their own thinking and language use.

## Check Your Understanding

Is the goal of Three Reads to solve a mathematical task?

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# Plan

## Three Reads Routine

**Identify a RAISE task for the routine.**

**Plan to apply the routine.**

**Steps:**

1. Reading Purpose
2. First Read
3. Second Read
4. Third Read

**Optimize the routine.**

**Extend the routine.**